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AUTHOR Warpinski, Robert
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ABSTRACT

Presented in this teacher's guide for grades one through six are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

Project I - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

ED 079160

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A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Music GRADE 1-6

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338
(after Dec. 1, 1972 - 468-7464)

Robert Warpinski, Director
Robert Kellner, Asst. Dir.
George Howlett, EE Specialist

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ENVIRONMENTAL EDUCATION PROGRAM

Area **Music** GRADE **1-6**

under Title III E.S.E.A.

is in CESA 3-8-9

Wisconsin 54301

1972 - 468-7464)

Robert Warpinski, Director
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George Howlett, EE Specialist

"MUSIC PREFACE"

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. The music program as a reinforcement of the concepts, theories and practical applications taught in other subjects provides further service to the cause of ecology.

The music teacher must have an awareness of, a desire to be involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a contrived use of this guide, but, rather, let it stimulate them and serve as both a reference point, and a point of departure for music and classroom teachers.

For us, music is a vocation. For many, it is an avocation. A non-polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

Music Teachers Committee
Project I-C-E

"MUSIC PREFACE"

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. A music program as a reinforcement of the concepts, theories, and practical applications taught in other subjects provides a further service to the cause of ecology. The music teacher must have an awareness of, a desire to become involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a passive use of this guide, but, rather, let it stimulate thinking and serve as both a reference point, and a point of departure for classroom teachers. For us, music is a vocation. For many, it is an avocation or a polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

Music Teachers Committee
Project I-C-E

PREFACE

"Oikos" for house is the Greek origin of the term "ecology". studies our house--whatever or wherever it may be. Like an unbr expand or contract to fit many ranges--natural and man-made. We environments, our many "houses" if we omit rancor and cite long complexities. Our "oikos" uses the insights of all subjects. T multidisciplinary program like ours necessarily results. Also, a long time, our program ranges K thru 12. The environment mirr values. These values have their origin in the "oikos" of our co minds. Let us become masters of our house by replacing the Gree with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is s to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your student to adapt or adopt. Limitless chances are here for your exper Many episodes are self contained, some open-minded, still othe developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no gu and no curriculum will work unless viewed in the context of yo
4. React to this guide with scratch ideas and notes on the episod
5. After using an episode, fill out the attached evaluation form duplicate, or request more of these forms. Send them singly o We sincerely want your reactions or suggestions--negative and evaluations are the key in telling us "what works" and in aid the guides.

----- TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all pu school districts in CESA 3, 8, and 9. Check the Project ICE Bibl resources. Our address and phone number is on this guide's cover or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Ave Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process.
Affective refers to student attitudes, values, and feelings.

PREFACE

use is the Greek origin of the term "ecology". Environmental education is--whatever or wherever it may be. Like an umbrella, our house can fit to fit many ranges--natural and man-made. We can add quality to our many "houses" if we omit rancor and cite long range gains, costs, and our "oikos" uses the insights of all subjects. Thus, a rational, positive, program like ours necessarily results. Also, since attitudes grow over program ranges K thru 12. The environment mirrors our attitudes or values have their origin in the "oikos" of our collective and individual become masters of our house by replacing the Greek adage of "Know thyself" if and thine house."

Designed by your fellow teachers, this guide is supplementary in nature--riately into existing, logical course content. Each episode offers suggestions. Knowing your students best, you decide what to adopt. Limitless chances are here for your experimentation and usage. Some are self contained, some open-minded, still others can be changed or revised in a few days.

Each episode, but please pre-plan. Why? Simply, no guide has all the answers, and the curriculum will work unless viewed in the context of your students.

Use this guide with scratch ideas and notes on the episode pages. At the end of an episode, fill out the attached evaluation form in the back. Use, request more of these forms. Send them singly or collectively to us. We want your reactions or suggestions--negative and positive. Your feedback is the key in telling us "what works" and in aiding our revisions of the guide.

ABBREVIATIONS

Project ICE Resource Materials Center serving all public and non-public schools in CESA 3, 8, and 9. Check the Project ICE Bibliography of available materials. Address and phone number is on this guide's cover. Feel free to write for any materials or help.

Project ICE, Office of Audio Visual Instruction, 1327 University Avenue, P. O. Box 2093, Madison, WI 53701 (Phone: 608-262-1644).

Intelligence is a measurable mental skill, ability, or process based on factual data. It is not limited to student attitudes, values, and feelings.

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CESA #3

D. C. Aderhold, Bonduel
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Dennis Dobrzanski, White Lake
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William Harper, Lena
Sister Claudette, St. Charles
Ervin Kunesh, Marinette
Kathleen LeBreck, Oconto
P. E. Lewicki, Gillett
Dorothy C'Brien, Wausaukee
Terry Otto, St. John (L)
Arthur Paulson, Oconto Falls
Marie Prochaska, Lena
Christine Proctor, Wausaukee
Arthur Schelk, Suring
Peter Skroch, Oconto Falls
David Soltesz, Crivitz
Bill Stillion, Shawano
Cathy Warnack, White Lake

Consultants

CESA #3

Dr. Richard Presnell,
Univ. of Wisc.-Greer Bay

CESA #8

Dr. James Marks,
Lawrence University

CESA #9

Dr. Charles Peterson,
St. Norbert College

CESA #8

Mary-Anders, Winneconne
Robert Becker, Fox Valley (L)
Mary Chriss, Hortonville
Cliff Christensen, Winneconne
Kenneth Couillard, Hortonville
Raymond Emerich, Hortonville
Mike Ercégovac, Winneconne
Dona Geeding, Menasha
Donald Hale, Winneconne
James Huss, Freedom
Sister Lois Jonet, Holy Angels
Kenneth Kappell, St. Aloysius
Kenneth Keliher, Appleton
Everett Klinzing, New London
Fred Krueger, Oshkosh
Jim Krueger, Winneconne
Mae Rose LaPointe, St. John High
Rosemarie Lauer, Hortonville
Robert Lee, Neenah
Harold Lindhorst, St. Martin (L)
Dennis Lord, Little Wolf
Robert Meyer, Neenah
Arnold Neuzil, Shiocton
James Nuthals, Lourdes
Connie Peterson, St. Martin (L)
Rosemary Rafath, Clintonville
Mark Reddel, St. Martin (L)
Gladys Roland, Little Wolf
Kathryn Rowe, Appleton
Mary Margaret Sauer, Menasha
Edwin Schaefer, Kaukauna
Lee Small, Little Chute
Doris Stehr, Mt. Calvary (L)
Ginger Stuvetraa, Oshkosh
Richard Switzer, Little Chute
Tim Van Susteren, Holy Name
Lila Wertsch, St. Margaret Mary
Warren Wolf, Kimberly
Gery Farrell, Menasha

Peter Bie
Lee Clase
Kathryn C
Merle Col
Sara Curt
Duane Del
Robert D
Janet Eli
Phyllis B
Keith Faw
Jack Giac
Mike Glef
Herbert H
Gary Heil
Nannette
Joseph Hu
Catherine
DeAnna Jo
Kris Karp
Mel Kasen
Jack Koiv
Sister Ma
Ellen Lot
Judilyn M
Priscilla
C. L. Paq
William R
Roger Roz
Jan Serra
Calvin Si
Mary Smit
Carol Tri
Mary Wadz

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CESA #8

Mary Anders, Winneconne
Robert Becker, Fox Valley (L)
Mary Chriss, Hortonville
Cliff Christensen, Winneconne
Kenneth Couillard, Hortonville
Raymond Emerich, Hortonville
Mike Ercegovic, Winneconne
Dona Geeding, Menasha
Donald Hale, Winneconne
James Huss, Freedom
Sister Lois Jonet, Holy Angels
Kenneth Kappell, St. Aloysius
Kenneth Keliher, Appleton
Everett Klinzing, New London
Fred Krueger, Oshkosh
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Rosemary Rafath, Clintonville
Mark Reddel, St. Martin (L)
Gladys Roland, Little Wolf
Kathryn Rowe, Appleton
Mary Margaret Sauer, Menasha
Edwin Schaefer, Kaukauna
Lee Smoll, Little Chute
Doris Stehr, Mt. Calvary (L)
Ginger Stuvetraa, Oshkosh
Richard Switzer, Little Chute
Tim Van Susteren, Holy Name
Lila Wertsch, St. Margaret Mary
Warren Wolf, Kimberly
Gery Farrell, Menasha

CESA #9

Peter Biolo, West DePere
Lee Clasen, Lux.-Casco
Kathryn Colburn, Algoma
Merle Colburn, Algoma
Sara Curtis, Green Bay
Duane DeLorme, Green Bay
Roberta Dix, St. Joseph Acad.
Janet Elinger, Ashwaubenc
Phyllis Ellefson, Wash. I
Keith Fawcett, West DePere
Jack Giachino, Seymour
Mike Gleffe, St. Matthews
Herbert Hardt, Gibraltar
Gary Heil, Denmark
Nannette Hoppe, How.-Suam.
Joseph Hucek, Pulaski
Catherine Huppert, DePere
DeAnna Johnson, Denmark
Kris Karpinen, West DePere
Mel Kasen, Gibraltar
Jack Koivisto, Green Bay
Sister Mary Alyce, Cathedral
Ellen Lotz, West DePere
Judilyn McGowan, Green Bay
Priscilla Mereness, Wrightstown
C. L. Paquet, Denmark
William Roberts, Sturgeon Bay
Roger Roznowski, Southern Door
Jan Serrahn, Sevastopol
Calvin Siegrist, How.-Suam.
Mary Smith, Green Bay
Carol Trimberger, Kewaunee
Mary Wadzinski, How.-Suam.

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1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Music
Subject Element
Problem Orientation Plan

ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING EXPERIENCES	
	<p><u>Cognitive:</u> The student will demonstrate the ability to respond rhythmically to a given selection by pantomiming the growth pattern of plants.</p> <p><u>Affective:</u> The student will show his awareness to plant growth.</p> <p><u>Skills to be Learned</u></p> <ol style="list-style-type: none"> 1. Rhythms 2. Non-verbal expression 3. Sequential action 	<p>I. Student-Centered in class activity</p> <p>A. The teacher will play a selection for the student directing attention to movements portraying plant growth.</p> <p>B. After hearing the selection, the teacher will direct a discussion concerning movements inherent in plant growth.</p> <ol style="list-style-type: none"> 1. Which way do plants grow? (Toward the sun) 2. Why do flowers follow the sun? <p>C. The students will dramatize the growth of plants in rhythmic response to the selection.</p>		

the sun, the basic
 energy, is converted
 photosynthesis into
 things can use

Discipline Area Music
 Subject Elementary Vocal
 Problem Orientation Plant Growth Grade 1-3

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
at to- tern s	I. Student-Centered in class activity A. The teacher will play a selection for the student directing attention to movements portraying plant growth. B. After hearing the selection, the teacher will direct a discussion concerning movements inherent in plant growth. 1. Which way do plants grow? (Toward the sun) 2. Why do flowers follow the sun? C. The students will dramatize the growth of plants in rhythmic response to the selection.	II. Outside Resource and Community Activities A. Perform for P.T.A. B. Perform for service club 1. Lions Club 2. Women's Clubs C. Video tape and play back for students
on		

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="474 904 714 935"><u>Publications:</u></p> <p data-bbox="474 935 1013 1030"><u>Adventures in Music,</u> Gr. 1 - RCA- written material on songs</p> <p data-bbox="474 1192 714 1223"><u>Audio Visual:</u></p> <ol data-bbox="474 1223 1103 1613" style="list-style-type: none"> <li data-bbox="474 1223 1103 1318">1. <u>Ballet of the Sylphs-Berling</u> (<u>Dramnation of Faust</u>) - Adv. in Music - Gr. 1 RCA <li data-bbox="474 1318 1103 1389">2. <u>Waltz of the Flowers, from</u> Tchaikovsky's <u>Nutcracker Suite</u> <li data-bbox="474 1389 1103 1420">3. <u>Morning, Grieg-Peer Gynt Suite</u> <li data-bbox="474 1420 1103 1613">4. <u>Waltz Disney Ed-Nat. Co.</u> 800 Smora Ave. Glendale, Calif. 91201 8 MM silent filmlogs <u>Plant Life, Climbing Vines,</u> <u>Flowers Opening</u> 	

als Continued and Additional Suggested Learning Experiences

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C 2. All living organisms interact
 O among themselves and their
 N environment, forming an intricate
 C unit called an ecosystem.

Discipline Area Music
 Subject General
 Problem Orientation In

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Having learned the 2 songs listed, the students will be able to sing the songs together to the satisfaction of the teacher.</p> <p><u>Affective:</u> The students will appreciate the need for perfect interaction in music and in the environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. Teacher will present both</p> <ol style="list-style-type: none"> 1. All students will learn both songs <ol style="list-style-type: none"> a. <u>Three Blind Mice</u> b. <u>Are You Sleeping</u> 2. Class divided into 2 groups 3. Both songs sung together <p>B. Students discuss how the interaction of the two songs compares to environmental interaction</p> <ol style="list-style-type: none"> 1. Sun, rain, land fertility, seed, interact to produce a flower, etc. 2. Balance in an aquarium
<p><u>Skills to be Learned</u></p> <p>Singing Part singing Comparing Discussing</p>	

ing organisms interact

elves and their

forming an intricate

an ecosystem.

Discipline Area Music

Subject General Music

Problem Orientation Interaction Grade 1-3

OBJECTIVES

Having learned
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be able to
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learned

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Teacher will present both
 - 1. All students will learn both songs
 - a. Three Blind Mice
 - b. Are You Sleeping
 - 2. Class divided into 2 groups
 - 3. Both songs sung together

- B. Students discuss how the interaction of the two songs compares to environmental interaction
 - 1. Sun, rain, land fertility, seed, interact to produce a flower, etc.
 - 2. Balance in an aquarium

II. Outside Resource and Community Activities
Art teacher. Graphic illustrations of web of life, food chains, etc.
Science teacher.

Resource and Reference Materials

Continued and Additional Su

Publications:

Exploring Music - Bk. 3
Holt, Rinehart & Winston

Audio-Visual:

Community:

Supplemental Reference Materials	Continued and Additional Suggested Learning Experiences
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- Bk. 3 Winston	
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4. An adequate supply of pure water
is essential for life.

Discipline Area Music
Subject Elementary
Problem Orientation Conceptual

	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
ESEA Title III - 59-70-0135-2 Project I-C-E	<p><u>Cognitive:</u> Using a given text concerning water pollution, the students will collectively compose a melodic line for the lyrics.</p> <p><u>Affective:</u> Students will become aware of the relationship between words and melody in a song.</p>	<p>I. Student-Centered in class activity</p> <p>A. Teacher make up appropriate words, harmony, rhythmic pattern.</p> <p>B. Teacher write names of notes from chords on board in 3 groups Group I Group IV Group V CEG .FAC GBDF</p> <p>C. Teacher tell students they are going to make up a tune to the words written on the board.</p> <p>D. For each measure, tell students which group to select notes from.</p> <p>E. Write notation on board as students give the notes.</p> <p>F. Play and sing song for students.</p> <p>G. Teach their song to them.</p>
	<p><u>Skills to be Learned</u> <u>Melodic composition.</u></p>	

of pure water

Discipline Area Music

Subject Elementary Vocal

Problem Orientation Clean Water Grade 1-3

ING VES	SUGGESTED LEARNING EXPERIENCES	
I n se d rds	<p>I. Student-Centered in class activity</p> <p>A. Teacher make up appropriate words, harmony, rhythmic pattern.</p> <p>B. Teacher write names of notes from chords on board in 3 groups Group I Group IV Group V CEG FAC GBDF</p> <p>C. Teacher tell students they are going to make up a tune to the words written on the board.</p> <p>D. For each measure, tell students which group to select notes from.</p> <p>E. Write notation on board as students give the notes.</p> <p>F. Play and sing song for students.</p> <p>G. Teach their song to them.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Record songs</p> <p>B. Sing for other classes or PTA</p>
s.		

Resource and Reference Materials

Continued and Additional Suggested Learning

Materials Continued and Additional Suggested Learning Experiences

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5. An adequate supply of clean
air is essential because most
organisms depend on oxygen, through
respiration, to release the energy
in their food.

Discipline Area Music
 Subject General
 Problem Orientation Clean

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Given a known melody, the students will write lyrics dealing with air pollution to fit the rhythmic patterns of the melody.</p> <p><u>Affective:</u> Students will become conscious of the fact that an adequate supply of clean air is essential for life.</p>	<p>I. Student-Centered in class activity</p> <p>A. Review a familiar song</p> <ol style="list-style-type: none"> 1. Blue Tail Fly 2. My Bonnie Lies Over the Ocean 3. Where, O Where Has My Little Dog Gone 4. Twinkle, Twinkle Little Star. 5. London Bridge Is Falling Down. <p>B. Discussion related to air pollution listing responses on the board</p> <ol style="list-style-type: none"> 1. What do you like about clean air? 2. What do you like about the blue sky? 3. What does polluted air look like? <p>C. Write new words to the familiar melody-along the line of air pollution.</p>
<p><u>Skills to be Learned</u></p> <p>Writing lyrics</p>	

an adequate supply of clean

is essential because most

isms depend on oxygen, through

ration, to release the energy
their food.

Discipline Area Music

Subject General Music

Problem Orientation Clean Air

Grade 1-3

EXPERIENCIAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>I. Objective: Given a known melody, the students will write lyrics dealing with pollution to fit the patterns of the melody.</p> <p>Students will be conscious of the importance of an adequate supply of clean air is essential.</p>	<p>I. Student-Centered in class activity</p> <p>A. Review a familiar song</p> <ol style="list-style-type: none"> 1. Blue Tail Fly 2. My Bonnie Lies Over the Ocean 3. Where, O Where Has My Little Dog Gone 4. Twinkle, Twinkle Little Star. 5. London Bridge Is Falling Down. <p>B. Discussion related to air pollution listing responses on the board</p> <ol style="list-style-type: none"> 1. What do you like about clean air? 2. What do you like about the blue sky? 3. What does polluted air look like? <p>C. Write new words to the familiar melody-along the line of air pollution.</p>	<p>II. Outside Resource and Community Activities</p> <ol style="list-style-type: none"> A. Prepare for PTA B. Sing for other classes C. Each child prepare his own song. Each child select own tune. Record song on tape. D. Solo performance E. Record on tape
<p>to be Learned</p> <p>Lyrics</p>		

Resource and Reference Materials	Continued and Additional Suggeste
<p data-bbox="529 924 772 957"><u>Publications:</u></p> <p data-bbox="529 957 810 990"><u>Golden Song Bk.</u></p> <p data-bbox="529 990 998 1022">School owned music series</p> <p data-bbox="529 1180 772 1213"><u>Audio-Visual:</u></p> <p data-bbox="529 1213 772 1245">Tape recorder</p> <p data-bbox="529 1245 791 1278">Series records</p> <p data-bbox="529 1468 716 1501"><u>Community:</u></p>	

Reference Materials Continued and Additional Suggested Learning Experiences

series

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7. Factors such as facilitating transportation, economic conditions population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area M
Subject E
Problem Orientation
Impact on

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will show his knowledge of the chronology of transportation modes by putting into correct order 4 songs dealing with transportation.

Affective: Discussion of the impact of various modes of transportation will guide the students to more consciousness of the environmental problems caused by transportation.

Skills to be Learned
Singing skills
Research study
Reporting skills

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Students make a list of songs they know dealing with modes of transportation eg:
 1. Row, Row, Row Your Boat
 2. Marching Song
 3. Little Red Caboose
 4. Down By the Station
 5. MyPony
 6. Space Travel
 7. Canoe Song
 - B. Students will arrange these modes in chronological order.
 - C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc.
 1. Early musical inst. were quite primitive. Could the same be said of (Con't)

ors such as facilitating

tation, economic conditions

Discipline Area Music

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Subject Elementary Music

time have a great influence
es in land use and centers
ation density.

Problem Orientation Transportation Grade 1-3
Impact on Environment

GENERAL OBJECTIVES

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Discussion
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SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. Students make a list of songs they know dealing with modes of transportation eg:
 1. Row, Row, Row Your Boat
 2. Marching Song
 3. Little Red CABoose
 4. Down By the Station
 5. MyPony
 6. Space Travel
 7. Canoe Song
 - B. Students will arrange these modes in chronological order.
 - C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc.
 1. Early musical inst. were quite primitive. Could the same be said of (Con't)

- II. Outside Resource and Community Activities
 - A. Bring pictures of transportation modes.
 - B. Put pictures in chronological order
 - C. Social Studies and History teachers be consulted and a correlation of lessons between these departments resulting.

Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u> Songs from school owned music series. D.W. Pepper Catalog J.W. Pepper of Detroit 373 Minnesota Street Troy, Mich. 48084</p> <p><u>Audio-visual:</u> Slices of various modes of transportation - student owned possibly available in other departments and etc. Pictures from various magazines. Automotive dealers and etc. dealing with different types of vehicles for transportation and trucking, etc.</p>	<p>(Con't from I. C.) transportation? 2. What effect did early have on the environme 3. What brought about th a. Desire to explore b. Desire to move sup c. Inventions that br vehicles to propel 4. As machines were deve developed and as they what effect did resul 5. What effect on the ec development of transp D. Sing the listed songs established by the st</p>

Reference Materials	Continued and Additional Suggested Learning Experiences
<p>...ned music</p> <p>...bit</p> <p>...odes of ...ident ...lable in other</p> <p>...s magazines. ...nd etc.</p> <p>...ent types of ...ortation</p>	<p>(Con't from I. C.) transportation?</p> <ol style="list-style-type: none"> 2. What effect did early primitive mode of travel have on the environment? 3. What brought about the change in travel? <ol style="list-style-type: none"> a. Desire to explore new lands b. Desire to move supplies further-faster c. Inventions that brought about machines and vehicles to propel man faster and further. 4. As machines were developed did fuels need to be developed and as they were developed and used what effect did result on our environment? 5. What effect on the economy resulted from the development of transportation? <p>D. Sing the listed songs in the proper order as established by the students and instructor.</p>

C 9. Man has the ability to manage,
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 N manipulate, and change his Discipline Area Music
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 E environment. Subject General Musi
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 T Problem Orientation Recycling

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
<p><u>Cognitive:</u> The student will construct a playable instrument from materials which have been reclaimed.</p> <p><u>Affective:</u> The student will appreciate the possibilities inherent in re-using materials.</p>	<p>I. Student-Centered in class activity</p> <p>A. Teacher, student interaction of what kind of musical instruments can be made from discarded materials.</p> <ol style="list-style-type: none"> 1. Drums from coffee cans 2. Rattles from salt boxes 3. Chimes from glass bottles 4. Shakers from bottle caps <p>B. How would you go about constructing these instruments</p> <p>C. Students bring in materials.</p> <p>D. Students construct instrument.</p> <p>E. Discuss how other materials can be recycled in other areas</p>	
<p><u>Skills to be Learned</u></p> <p>Following step by step directions.</p> <p>Instrument construction.</p>	<p>II. Outs Comm A. S o v (e P are . ec st ct</p>	

the ability to manage,

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Discipline Area Music

Subject General Music

Problem Orientation Recycling Grade 1-3

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Identify playable materials discarded. Identify different in .	<p>I. Student-Centered in class activity</p> <p>A. Teacher, student interaction of what kind of musical instruments can be made from discarded materials.</p> <ol style="list-style-type: none">1. Drums from coffee cans2. Rattles from salt boxes3. Chimes from glass bottles4. Shakers from bottle caps <p>B. How would you go about constructing these instruments</p> <p>C. Students bring in materials.</p> <p>D. Students construct instrument.</p> <p>E. Discuss how other materials can be recycled in other areas</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Students bring in object from a variety of places (home, junkyard, parks, etc.)</p>
Identify step action.		

Resource and Reference Materials	Continued and Additional Suggested Lear
<p><u>Publications:</u> <u>Making & Playing Classroom Instruments</u>, Marcelle Vernazza \$1.50 Fearon Publishers, Inc. 2165 Park Boulevard Palo Alto, Calif. 94306</p> <p><u>Music Inst. for Children to Make</u>, John Hawkinson</p> <p><u>Audio-Visual:</u></p>	<p>A. Students could make up their own musical instruments. B. Perform ecology song written by student percussion accompaniment on student</p>
<p><u>Community:</u></p>	

Continued and Additional Suggested Learning Experiences

- A. Students could make up their own music for their instruments.
- B. Perform ecology song written by students with percussion accompaniment on student made inst.

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9. Man has the ability to manage,
manipulate, and change his
environment.

Discipline Area Music
Subject General
Problem Orientation poll

	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
ESEA Title III - 59-70-0135-2 Project I-C-E	<p><u>Cognitive:</u> Students will illustrate by drawing pictures their knowledge of how easily things of beauty can be destroyed.</p> <p><u>Affective:</u> Students will become alert to how easily things of beauty can be destroyed.</p> <p><u>Skills to be Learned</u> Drawing skills Listening skills</p>	<p>I. Student-Centered in class activity</p> <p>A. Play a recording which would depict a scene of beauty. Ex. Grand Canyon Suite.</p> <p>B. Have students draw a scene of nature while listening to the music.</p> <p>C. Have students present pictures to rest of class.</p> <p>D. Repeat the recording with a tape of cluttered music over the first recording.</p> <p>E. Ask students to draw over the first picture portraying what they hear with the second recording.</p> <p>F. Present pictures to class to analyze, discuss, and evaluate in a pollution minded way.</p> <p>1. What did the drawing over do to the first picture?</p> <p>2. How do these pictures compare with places you have seen?</p> <p>II.</p>

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Discipline Area Music

Subject General Music

Problem Orientation Pollution Grade 1-3

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. Play a recording which would depict a scene of beauty. Ex. Grand Canyon Suite.
 - B. Have students draw a scene of nature while listening to the music.
 - C. Have students present pictures to rest of class.
 - D. Repeat the recording with a tape of cluttered music over the first recording.
 - E. Ask students to draw over the first picture portraying what they hear with the second recording.
 - F. Present pictures to class to analyze, discuss, and evaluate in a pollution minded way.
 - 1. What did the drawing over do to the first picture?
 - 2. How do these pictures compare with places you have seen?

- II. Outside Resource Community Activities
- A. Art teacher as a consultant.

<u>Resource and Reference Materials</u> <u>Publications:</u>	<u>Continued and Additional Su</u> at
<p data-bbox="628 1162 1113 1336"><u>Audio-Visual:</u> Tape recorder Recoru player <u>Sunrise Grand Canyon Suite</u> Capital Records</p> <p data-bbox="628 1452 818 1522"><u>Community:</u> Park</p>	<p data-bbox="1323 917 1818 1034">Students could go to the p a scene and then listen to The second piece should be</p>

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Continued and Additional Suggested Learning Experiences

Students could go to the park or country and draw
a scene and then listen to the second recording.
The second piece should be at least two recordings.

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12. Private ownership must be regarded
as a stewardship and should not
encroach upon or violate the
individual right of others.

Discipline Area Music
 Subject Elementary
 Problem Orientation Stewardship

	BEHAVICRAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
ESEA Title III - 59-70-0135-2 Project I-C-E	<p>Cognitive: Students will perform on instruments as directed by the teacher in such a manner as to create a disturbing experience.</p> <p>Affective: Students will discuss the players rights in regard to disturbing other players' rights.</p>	I. Student-Centered in class activity This episode should precede work involving individual class members playing instrument, rhythm instruments, melody instruments, etc. A. Teacher will pass out instruments as needed to the class. 1. Instruct one student to play something very simple 2. Instruct others to add in, playing their own pattern, as the teacher directs one by one. 3. Instruct a majority of the class to raise their hands as soon as the 1st and original players' music is wiped out.	II. O Co
	<p><u>Skills to be Learned</u> <u>Following directions</u> <u>Listening</u> <u>Discussion</u></p>	B. Discussion 1. Why couldn't we hear "George" playing his melody any longer? (Con't)	

must be regarded

ould not _____ Discipline Area Music
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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity	II. Outside Resource and Community Activities
<p>This episode should precede work involving individual class members playing instrument, rhythm instruments, melody instruments, etc.</p> <p>A. Teacher will pass out instruments as needed to the class.</p> <ol style="list-style-type: none">1. Instruct one student to play something very simple2. Instruct others to add in, playing their own pattern; as the teacher directs one by one.3. Instruct a majority of the class to raise their hands as soon as the 1st and original players' music is wiped out. <p>B. Discussion</p> <ol style="list-style-type: none">1. Why couldn't we hear "George" playing his melody any longer? (Con't)	

<u>Resource and Reference Materials</u> <u>Publications:</u>	<u>Continued and Additional Suggested I.</u> <u>(Con't from I. B.)</u>
<p data-bbox="459 1254 703 1301"><u>Audio-Visual</u></p> <p data-bbox="459 1510 656 1557"><u>Community:</u></p>	<p data-bbox="1116 964 1791 1057">2. What does this mean to us when we instruments in a class?</p>

Materials	<u>Continued and Additional Suggested Learning Experiences</u>
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(Con't from I. B.)

2. What does this mean to us when we play our instruments in a class?

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1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Music
Subject Elementary
Problem Orientation Plant Growth

	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
ESEA Title III - 59-70-0135-2 Project I-C-E	<p><u>Cognitive:</u> The student will demonstrate the ability to respond in song by singing with correct rhythm, intonation and two part harmony.</p> <p><u>Affective:</u> The student will demonstrate an appreciation of the importance of plant growth by singing harvest time songs.</p>	<p>I. Student-Centered in class activity</p> <p>A. The teacher will lead a discussion about harvest activities.</p> <ol style="list-style-type: none"> Harvest times occur in our area at approximately what months? Are all crops harvested at the same time? In effect isn't harvest time a result of the spring rains, and summer sun on the plant life? What type of machinery is necessary to complete harvesting of crops? Are all crops harvested in the same manner? <p>B. The teacher will introduce songs related to discussion.</p> <ol style="list-style-type: none"> We Gather Together Come Ye Thankfull People Round of Seasons Swing The Shining Sickle
	<p><u>Skills to be Learned</u></p> <p>Singing activities</p> <p>Intonation</p> <p>Balance</p> <p>Rhythm</p> <p>Notation</p> <p>Harmony</p>	<p>C. The students will sing songs in balance watching for blend and proper intonation.</p>

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Discipline Area Music

Subject Elementary Vocal

Problem Orientation Plant Growth Grade 4-6

OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
 - A. The teacher will lead a discussion about harvest activities.
 - 1. Harvest times occur in our area at approximately what months?
 - 2. Are all crops harvested at the same time?
 - 3. In effect isn't harvest time a result of the spring rains, and summer sun on the plant life?
 - 4. What type of machinery is necessary to complete harvesting of crops?
 - 5. Are all crops harvested in the same manner?
 - B. The teacher will introduce songs related to discussion.
 - 1. We Gather Together
 - 2. Come Ye Thankfull People
 - 3. Round of Seasons
 - 4. Swing The Shining Sickle
 - C. The students will sing songs in balance watching for blend and proper intonation.

- II. Outside Resource and Community Activities
 - A. Students bring in or photograph their own pictures of harvest scenes.
 - B. Art class and art teacher co-ordinate drawing, coloring activities with harvest songs.

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Resource and Reference Materials	Continued and Additional Suggested Learning
<p data-bbox="445 913 691 948"><u>Publications:</u></p> <p data-bbox="445 948 900 982">Grade 4-5 Silver Burdett</p> <p data-bbox="445 982 843 1017"><u>Making Music Your Own</u></p> <p data-bbox="445 1017 1047 1051">Other schoold owned music series</p> <p data-bbox="445 1177 691 1212"><u>Audio-Visual:</u></p> <p data-bbox="445 1212 952 1281">Silver Burdett accompanying record series</p> <p data-bbox="445 1476 634 1510"><u>Community:</u></p>	

ear Materials | Continued and Additional Suggested Learning Experiences

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2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Music
Subject -General Music
Problem Orientation Interaction

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Having learned the 3 songs listed the students will be able to sing the 3 songs together to the satisfaction of the teacher.

Affective: The students will appreciate the need for perfect interaction in music and in the environment.

Skills to be Learned

- Singing
- Part singing
- Comparing
- Discussion

SUGGESTED LEARNING EXPERIENCE

- I. Student-Centered in class activity
- A. All students learn the songs:
 - 1. Toembai, Toembai
 - 2. Annie
 - 3. Shalom
 - B. Class is divided into 3 groups
 - C. All three songs are sung together
 - D. Students discuss how the interaction of the three songs compares to environmental interaction. The discussion will center around:
 - 1. Sun, rain, land, fertility, seed, interact to produce flowers, etc.
 - 2. An aquarium must have a balance of air, correct amount of water, right combination of fish, etc.

- II. Outside Community
- A. Perform various
 - 1. Ser
 - 2. Cla
 - 3. Per
 - 4. Per
 - B. Student other intera commun or con

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Discipline Area Music

Subject -General Music

Problem Orientation Interaction Grade 4-6

OBJECTIVES

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- I. Student-Centered in class activity
 - A. All students learn the songs:
 - 1. Toembai, Toembai
 - 2. Annie
 - 3. Shalom
 - B. Class is divided into 3 groups
 - C. All three songs are sung together
 - D. Students discuss how the interaction of the three songs compares to environmental interaction. The discussion will center around:
 - 1. Sun, rain, land, fertility, seed, interact to produce flowers, etc.
 - 2. An aquarium must have a balance of air, correct amount of water, right combination of fish, etc.

- II. Outside Resource and Community Activities
 - A. Performance for various :
 - 1. Service clubs
 - 2. Class room program
 - 3. Performance for student body
 - 4. Performance for P.T.A.
 - B. Students could report other instances of interacting songs from community radio, TV, or concerts.

Resource and Reference Materials	Continued and Additional Suggested L
<p data-bbox="484 890 722 922"><u>Publications:</u></p> <p data-bbox="484 922 1041 959">Toembai, Exploring Music Gr. 5</p> <p data-bbox="484 959 928 991">Holt, Rinehart & Winston</p> <p data-bbox="484 991 872 1024"><u>Shalom</u>, Same as above</p> <p data-bbox="484 1182 722 1214"><u>Audio-Visual:</u></p> <p data-bbox="484 1214 1050 1246">5th grade record of Exploring</p> <p data-bbox="484 1246 1050 1278">Music, Holt, Rinehart & Winston</p> <p data-bbox="484 1441 656 1474"><u>Community:</u></p>	

Materials Continued and Additional Suggested Learning Experiences

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ESEA Title III - 59--70--0135-2 Project I-C-E

C O N C E P T	2. All living organisms interact	
	among themselves and their	Discipline Area <u>Music</u>
	environment, forming an intricate	Subject <u>General</u>
	unit called an ecosystem.	Problem Orientation <u>Intera</u>

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> The students will produce a one minute, collage incorporating natural and man made environmental sounds.</p> <p><u>Affective:</u> The students will demonstrate an awareness of the variety of sounds in nature.</p> <p><u>Skills to be Learned</u> Technical aspects of using a tape recorder. Listening skills Differentiation of sounds Rhythmical synthesis</p>	<p>I. Student-Centered in class activity</p> <p>A. Present idea of a sound collage</p> <p>B. Create work groups of 3-5 students to record specific environmental sounds.</p> <p>C. On board establish patterns for interaction of sounds.</p> <p style="margin-left: 20px;">1. Heavily used road drives out nature sounds.</p> <p style="margin-left: 20px;">2. Birds singing, cars driving past overbalancing natural sounds.</p> <p>D. Students may play their collage for the class.</p> <p style="margin-left: 20px;">1. Discuss the job each group did.</p> <p style="margin-left: 20px;">2. Discuss the content of each presentation.</p>

organisms interact

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era system.

Problem Orientation Interaction Grade 4-6

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
nts ute, s are-	<p>I. Student-Centered in class activity</p> <p>A. Present idea of a sound collage</p> <p>B. Create work groups of 3-5 students to record specific environmental sounds.</p> <p>C. On board establish patterns for interaction of sounds.</p> <p>1. Heavily used road drives out nature sounds.</p> <p>2. Birds singing, cars driving past overbalancing natural sounds.</p> <p>D. Students may play their collage for the class.</p> <p>1. Discuss the job each group did.</p> <p>2. Discuss the content of each presentation.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Visit and tape record different areas of employment to differentiate sounds occurring in those activities.</p> <p>B. Create a pictorial collage by having students draw their own pictures.</p>
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Resource and Reference Materials
Publications:

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Community:

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3. Environmental factors

are limiting on the numbers of Discipline Area Music

organisms living within their Subject Elementary

influence, thus, each environment Problem Orientation Space
has a carrying capacity.

	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER
ESEA Title III - 59-70-0135-2 Project I-C-E	<p><u>Cognitive: Students by analogy and discussion will find and correct an overabundance of notes per measure according to a specified time signature.</u></p> <p><u>Affective: Students will relate the carrying capacity of a musical measure with environmental carrying capacity.</u></p>	<p>I. Student-Centered in class activity</p> <p>A. Teacher demonstrates the limits and carrying capacity of a box and the pieces of paper which will fit</p> <ol style="list-style-type: none"> 1. One whole sheet of paper fits the box but no more--compare to whole notes 2. Cut the paper in half, fits in box but no more--compare to half note 3. Cut in quarters--compare to quarter notes. 4. Cut in 8ths--compare to 8th notes. <p>B. Teacher establishes discussion and analogy using sociological facts or problems based on the concept.</p> <ol style="list-style-type: none"> 1. Why does urban spread cut down the wild life in the area? <p>(Con't)</p>
	<p><u>Skills to be Learned</u></p> <p>Music reading</p>	

Factors
numbers of Discipline Area Music
within their Subject Elementary Vocal
learning environment Problem Orientation Space Limitation Grade 4-6
city.

ES	SUGGESTED LEARNING EXPERIENCES	
ce. al	<p>I. Student-Centered in class activity</p> <p>A. Teacher demonstrates the limits and carrying capacity of a box and the pieces of paper which will fit</p> <ol style="list-style-type: none"> 1. One whole sheet of paper fits the box but no more--compare to whole notes 2. Cut the paper in half, fits in box but no more--compare to half note 3. Cut in quarters--compare to quarter notes. 4. Cut in 8ths--compare to 8th notes. <p>B. Teacher establishes discussion and analogy using sociological facts or problems based on the concept.</p> <ol style="list-style-type: none"> 1. Why does urban spread cut down the wild life in the area? <p>(Con't)</p>	<p>II. Outside Resource and Community Activities</p>

Materials | Continued and Additional Suggested Learning Experiences

(Con't from I. B.)

2. What would happen if you put a quart and a half of water in a quart jug?
- C. Present a measure and time signature
Students dictate to a student at the board the kinds of notes to put in the measure.
- D. Teacher presents on board a measure overpopulated with notes to have students catch mistakes.
- E. Teacher presents work sheets whereby students will eliminate the excess number of beats per measure.

Using the procedures demonstrated by the teacher students may find other experiments which form analogies between measures and carrying capacities.

1. 2 Or 3 students bring in easy puzzles and put together for class.

C 4. An adequate supply of pure water
 O is essential for life.
 N _____
 C _____
 E _____
 P _____
 T _____

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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED I
<p><u>Cognitive</u>: Using a student written text concerning water pollution the student will collectively compose a melodic line for the lyrics.</p> <p><u>Affective</u>: The students will be alert to the problems of water pollution by intensive application of the word meanings to the melody.</p>	<p>I. Student-Centered in class activity</p> <p>A. All students will write their own set of lyrics concerning the necessity for clean water. See back for example.</p> <p>B. The best set of lyrics chosen and written on board (or transparency)</p> <ol style="list-style-type: none"> 1. These are then set a rhythmic pattern notated. 2. A chord sequence is up if the class is prepared for this. 3. Melody notes are to be written. <ol style="list-style-type: none"> a. be aware of melodic line b. be aware of natural inflection at words. <p>C. Learn the song and perform it for other classes</p>
<p><u>Skills to be Learned</u> <u>Melodic composition</u></p>	

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Problem Orientation Clean Water Grade 4-6

SUGGESTED LEARNING EXPERIENCES

IVES	SUGGESTED LEARNING EXPERIENCES	
ident g udent ose See ric s on enc set on ern o	<p>I. Student-Centered in class activity</p> <p>A. All students will write their own set of lyrics concerning the necessity for clean water. See back for example.</p> <p>B. The best set of lyrics is chosen and written on blackboard (or transparency)</p> <ol style="list-style-type: none">1. These are then set to a rhythmic pattern and notated.2. A chord sequence is set up if the class is prepared for this.3. Melody notes are then written.<ol style="list-style-type: none">a. be aware of melodic lineb. be aware of nature at words. <p>C. Learn the song and perhaps sing it for other classes.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Perform as an example of music tying into other areas at a P.T.A. meeting etc.</p> <p>B. Record song.</p>

Reference Materials	Continued and Additional Suggested Learning
series	<p>Example: We've been working on pollution all the live long day. Cleaning up our lakes and rivers and the garbage littered bay.</p>

ESEA Title III - 59-70-0135-2 Project I-C-E

C 5. An adequate supply of clean
 O air is essential because most Discipline Area Music
 N organisms depend on oxygen, through Subject Elementary VO
 C respiration, to release the energy Problem Orientation Clean Air
 E in their food.

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Given a known melody, the class will write lyrics dealing with the effects of air pollution which will fit the rhythmic pattern of the song.</p> <p><u>Affective:</u> Students will become conscious of the fact that an adequate supply of clean air is essential to life.</p>	<p>I. Student-Centered in class activity</p> <p>A. Review a familiar song eg.</p> <ol style="list-style-type: none"> 1. Wait for The Wagon 2. Clementine 3. Battle Hymn of the Republic 4. Working on the Railroad 5. Michael Row the Boat 6. He's Got the Whole World in His Hands <p>B. Discussion related to air pollution.</p> <ol style="list-style-type: none"> 1. What do you like about clean air, white clouds, etc.? 2. What are some things that cause air Pollution? <p>C. List items of discussion on board</p> <p>D. Put ideas in phrase form to fit melody</p> <p>E. Each student prepares his own song</p> <ol style="list-style-type: none"> 1. Select tune 2. Reword song relating to air pollution. <p>F. Solo performance on tape to be (Con't)</p>	<p>II. Outside</p> <p>Commu</p> <ol style="list-style-type: none"> A. Pr B. Si <p>cl</p>
<p><u>Skills to be Learned</u></p> <p><u>Lyric composition</u></p>		

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Problem Orientation Clean Air Grade 4-6

ACTIVES

SUGGESTED LEARNING EXPERIENCES

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I. Student-Centered in class activity
A. Review a familiar song
eg.
1. Wait for The Wagon
2. Clementine
3. Battle Hymn of the Republic
4. Working on the Railroad
5. Michael Row the Boat
6. He's Got the Whole World in His Hands
B. Discussion related to air pollution.

II. Outside Resource and Community Activities
A. Prepare for P.T.A.
B. Sing for other classes

1. What do you like about clean air, white clouds, etc.?
2. What are some things that cause air Pollution?
C. List items of discussion on board
D. Put ideas in phrase form to fit melody
E. Each student prepares his own song
1. Select tune
2. Reword song relating to air pollution.
F. Solo performance on tape to be (Con't)

Resource and Reference Materials	Continued and Additional Suggested Learning Activities
<u>Publications:</u> <u>The Golden Book,</u> School owned music series	(Con't from I. F.) presented to class.
<u>Audio-Visual:</u> Series records Tape recorder	
<u>Community:</u>	

Materials Continued and Additional Suggested Learning Experiences
(Con't from I. F.)
presented to class.

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7. Factors such as facilitating
transportation, economic conditions, Discipline Area Music
population growth, and increased Subject General Music
leisure time have a great influence Problem Orientation Transportation
on changes in land use and centers Impact on the Environment Impact on the Environment
of population density.

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>ESEA Title III - 59-70-0135-2 Project I-C-E</p> <p><u>Cognitive:</u> The student will show his knowledge of the chronology of transportation modes by putting in correct order 8 songs dealing with transportation.</p> <p><u>Affective:</u> Discussion of the impact of various modes of transportation.</p> <p><u>Skills to be Learned</u> Singing skills Discussion Chronological listing</p>	<p>I. Student-Centered in class activity</p> <p>A. Students make a list of songs they know dealing with modes of transportation (Suggested list)</p> <ol style="list-style-type: none"> 1. Casey Jones 2. I Ride an Old Paint 3. Marching To Pretoria 4. Up, Up and Away 5. Leaving On a Jet Plane 6. Merry Oldsmobile 7. Jingle Bells 8. Happy Wanderer 9. Wreck of Old 97 10. Boatman, Boatman 11. Row, Row, Row Your Boat 12. Rocket Man <p>B. Students will arrange these modes in chronological order.</p> <p>C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc. (Con't)</p>	<p>II. Outside</p> <p>Comm</p> <p>A. Br</p> <p>tr</p> <p>mo</p> <p>et</p> <p>B. Pu</p> <p>ol</p> <p>or</p> <p>C. So</p> <p>Hi</p> <p>co</p> <p>el</p> <p>be</p> <p>mo</p>

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a great influence Problem Orientation Transportation Grade 4-6

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city.

TITLES	SUGGESTED LEARNING EXPERIENCES	
ERIC t omnu Br tr mo et Pu ol or So Hi co el be me	<p>I. Student-Centered in class activity</p> <p>A. Students make a list of songs they know dealing with modes of transportation (Suggested list)</p> <ol style="list-style-type: none">1. Casey Jones2. I Ride an Old Paint3. Marching To Pretoria4. Up, Up and Away5. Leaving On a Jet Plane6. Merry Oldsmobile7. Jingle Bells8. Happy Wanderer9. Wreck of Old 9710. Boatman, Boatman11. Row, Row, Row Your Boat12. Rocket Man <p>B. Students will arrange these modes in chronological order.</p> <p>C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc.</p> <p>(Con't)</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Bring pictures of transportation vehicles, modes of travel and etc. to class.</p> <p>B. Put pictures in chronological order (post on bulletin boards)</p> <p>C. Social Studies and History teachers be consulted and a correlation of lessons between these departments resulting.</p>

Resource and Reference Materials

Publications:

Songs from school owned music series

J.W. Pepper Catalog
J.W. Pepper of Detroit
373 Minnesota Street
Troy, Michigan 48084

Audio-Visual:

Slides of various modes of transportation (Student owned)
Pictures from various magazines automotive dealers and etc. dealing with different typed of vehicles for transportation and trucking etc.

Community:

Continued and Additional Suggest

(Con't from I. C.)

Suggested questions:

1. Early musical instruments v
Could the same be said of transportation?
2. What effect did early primitive have on the environment?
3. What brought about the change?
 - a. Desire to explore new lands
 - b. Desire to move supplies
 - c. Inventions that developed man faster and further
4. As machines were developed developed and as they were what effect did result on the
5. What effect on the economy development of transportation
- D. Sing the listed songs in the established by the students

Continued and Additional Suggested Learning Experiences

(Con't from I. C.)

Suggested questions:

1. Early musical instruments were quite primitive. Could the same be said of early modes of transportation?
2. What effect did early primitive modes of travel have on the environment?
3. What brought about the change in travel?
 - a. Desire to explore new lands
 - b. Desire to move supplies further and faster
 - c. Inventions that developed vehicles to propel man faster and further
4. As machines were developed did fuels need to be developed and as they were developed and utilized what effect did result on our environment?
5. What effect on the economy resulted from the development of transportation?
- D. Sing the listed songs in the proper order as established by the students and instructor.

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9. Man has the ability to manage,
manipulate, and change his
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Discipline Area Music
Subject General
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Students will illustrate by drawing pictures their knowledge of how easily things of beauty can be destroyed.</p> <p><u>Affective:</u> Students will become alert as to how easily things of beauty can be destroyed.</p> <p><u>Skills to be Learned</u> Drawing skills Listening skills</p>	<p>I. Student-Centered in class activity</p> <p>A. Play a recording which would depict a scene of beauty, ex. <u>Grand Canyon Suite</u></p> <p>B. Have students draw a scene of nature while listening to the music.</p> <p>C. Have students present pictures to rest of class.</p> <p>D. Repeat the recording with a tape of cluttered music over the first recording.</p> <p>E. Ask students to draw over the first picture portraying what they hear with the second recording.</p> <p>F. Present pictures to class to analyze, discuss and evaluate in a pol on minded way.</p> <p>1. What did the drawing over do to the first picture?</p>

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Discipline Area Music

Subject General Music

Problem Orientation Pollution Grade 4-6

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
- A. Play a recording which would depict a scene of beauty, ex. Grand Canyon Suite
 - B. Have students draw a scene of nature while listening to the music.
 - C. Have students present pictures to rest of class.
 - D. Repeat the recording with a tape of cluttered music over the first recording.
 - E. Ask students to draw over the first picture portraying what they hear with the second recording.
 - F. Present pictures to class to analyze, discuss, and evaluate in a pollution minded way.
 - 1. What did the drawing over do to the first picture?

- II. Outside Resource and Community Activities
- A. Art teacher as a consultant.

Learned and Additional Suggested Learning Experiences

Comments could go to the park or country and draw
one and then listen to the second recording.
The second piece should be at least two recordings.

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Discipline Area Music
 Subject Elementary
 Problem Orientation Recycling

ESEA Title III - 59-70-0135-2 Project I-C-4

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Students will create playable musical instruments from discarded 55 gallon oil drums.</p> <p><u>Affective:</u> Students will recognize the possibilities inherent in recycling</p>	<p>I. Student-Centered in class activity</p> <p>A. Discuss different instruments that can be made from raw materials-Ex. drums, rattles, whistles</p> <p>B. Introduce movie <u>Music From Our Drums</u></p> <ol style="list-style-type: none"> 1. Identify Pete Seeger 2. Locate the setting of the movie (Trinidad) <p>C. Discussion of Movie</p> <ol style="list-style-type: none"> 1. Population composition and why? 2. Reasons for banning rec. percussion instr. 3. Ecological problem 4. Orientation at recycling <p>D. Study directions from book to determine feasibility of positive follow up</p> <p>E. Follow up by attempting to construct an "oil" drum. The actual attempt of constructing this drum because of the length of time and facilities involved must be an outside class activity. (Con't)</p>	<p>II. Outside Community</p> <ol style="list-style-type: none"> 1. ... 2. ... 3. ... 4. ...
<p><u>Skills to be Learned</u></p> <ol style="list-style-type: none"> 1. Tuning of musical instruments 2. Safe use of small handtools 3. Fire safety 		

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Discipline Area Music

Subject Elementary Vocal

Problem Orientation Recycling Grade 4-6

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- 1. Discuss different instruments that can be made from raw materials-Ex. drums, rattles, whistles
- 2. Introduce movie Music From Our Drums

- 1. Identify Pete Seeger
- 2. Locate the setting of the movie (Trinidad)

- C. Discussion of Movie
 - 1. Population composition and why?
 - 2. Reasons for banning rec. percussion instr.
 - 3. Ecological problem
 - 4. Orientation at recycling

Study directions from book to determine feasibility of positive follow up

Follow up by attempting to construct an "oil" drum

The actual attempt of constructing this drum because of the length of time and facilities involved must be an outside class activity. (Con't)

II. Outside Resource and Community Activities

- 1. P.T.A.
- 2. Service clubs
- 3. School assemblies
- 4. Local radio or TV

Resource and Reference Materials	Continued and Additional Suggested Learning
<p><u>Publications:</u> <u>Making and Tuning an Oil Drum,</u> Pete Seeger Folkways Records New York, N. Y. \$3.45 <u>Exploring Music Bk 6</u> Holt, Rinehart & Winston <u>Music for a Band</u></p> <p><u>Audio-Visual:</u> <u>Film</u> <u>Music From Oil Drum</u> 1954 Pete Seeger Folkways Records BAVI #0713 \$3.50</p> <p><u>Community:</u></p>	<p>(Con't from I. E.) Industrial Arts teacher may give technical instruction on cutting up the drum and the use of hand tools.</p> <ol style="list-style-type: none"> 1. Additional instruction can be provided on the use of the instrument after its completion 2. A complete set consisting of soprano and bass drums can be built and tuned.

Continued and Additional Suggested Learning Experiences

(Continued from I. E.)
The Industrial Arts teacher may give technical assistance in
tuning up the drum and the use of hand tools.

Additional instruction can be provided to play the
instrument after its completion
A complete set consisting of soprano, alto, tenor
and bass drums can be built and tuned.

ESEA Title III - 59-70-0135 -2 Project I-C-E

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9. Man has the ability to manage,
manipulate, and change his
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Discipline Area Music
Subject General
Problem Orientation Manipulation of S

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Given a guitar, the student will demonstrate to the class at least 7 different ways of producing sounds on the guitar.</p> <p><u>Affective:</u> Student will find the variety of tones possible in a single musical instrument</p>	<p>I. Student-Centered in class activity</p> <p>A. Student will be given a guitar to work with</p> <p>B. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7)</p> <ol style="list-style-type: none"> 1. Strike back 2. Strike sides 3. Strike front 4. Pluck strings 5. Strum strings 6. Slide objects on strings 7. Play strings with soft mallets 8. Retune strings 9. Place objects (marble) <p>C. Student will demonstrate his findings to the class</p> <p>D. Other students will make suggestions of other ways to produce sound on the guitar.</p> <p>E. Other student "specialties" or inst. can also be used.</p>	<p>II.</p>
<p><u>Skills to be Learned</u> Experimentation Playing</p>		

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Discipline Area Music

Subject General Music

Problem Orientation Manipulation Grade 4-6
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SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
- A. Student will be given a guitar to work with
 - B. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7)
 - 1. Strike back
 - 2. Strike sides
 - 3. Strike front
 - 4. Pluck strings
 - 5. Strum strings
 - 6. Slide objects on strings
 - 7. Play strings with soft mallets
 - 8. Retune strings
 - 9. Place objects (marble)
 - C. Student will demonstrate his findings to the class
 - D. Other students will make suggestions of other ways to produce sound on the guitar.
 - E. Other student "specialties" or inst. can also be used.

- II. Outside Resource and Community Activities
- A. Band director
 - B. Guitar player

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="521 890 759 922"><u>Publications:</u></p> <p data-bbox="521 922 909 955"><u>Exploring Music</u> Gr. 7</p> <p data-bbox="521 955 652 987">p-64-65</p> <p data-bbox="521 987 966 1019">Holt, Rinehart & Winston</p> <p data-bbox="521 1189 759 1221"><u>Audio-Visual:</u></p> <p data-bbox="521 1487 703 1519"><u>Community:</u></p>	<p data-bbox="1159 906 1425 939">(Con't from I.)</p> <p data-bbox="1159 939 1782 1005">F. How does this notion reinforce of environment.</p>

Materials	Continued and Additional Suggested Learning Experiences
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(Con't from I.)

F. How does this notion reinforce concept of manipulation of environment.

ESEA Title III - 59-70-0135-2 Project I-C-E

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9. Man has the ability to manage,
manipulate, and change his
environment.

Discipline Area Music
Subject General M
Problem Orientation Manipu
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Given a pair of cymbals, the student will demonstrate to the class at least 5 different ways to produce 5 different sounds.</p> <p><u>Affective:</u> Student will find the variety of tones possible in a single musical instrument.</p> <p><u>Skills to be Learned</u> <u>Experimentation</u> <u>Playing</u></p>	<p>I. Student-Centered in class activity</p> <p>A. Student will be given a pair of cymbals.</p> <p>B. Student will try to find as many different ways to produce sound on the cymbals (at least five)</p> <ol style="list-style-type: none"> 1. Crash straight 2. Crash with slicing motion 3. Rub together 4. Strike and hold close to drum head 5. Use a well vosined bow 6. Put vibrating cymbal in water <p>C. Student will demonstrate his findings to class</p> <p>D. Other students will make suggestions of other ways to produce sound on the cymbals</p> <p>E. Develop concept of man manipulating instrument to man manipulating the environment.</p>	<p>II. Ou</p> <p>Co</p> <p>A.</p> <p>B.</p>

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Discipline Area Music

Subject General Music

Problem Orientation Manipulation of Grade 4-6
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SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
- A. Student will be given a pair of cymbals.
 - B. Student will try to find as many different ways to produce sound on the cymbals (at least five)
 - 1. Crash straight
 - 2. Crash with slicing motion
 - 3. Rub together
 - 4. Strike and hold close to drum head
 - 5. Use a well vosined bow
 - 6. Put vibrating cymbal in water
 - C. Student will demonstrate his findings to class
 - D. Other students will make suggestions of other ways to produce sound on the cymbals
 - E. Develop concept of men manipulating instrument to man manipulating the environment.

- II. Outside Resource and Community Activities
- A. Band director
 - B. Percussionist

C 11, Individual acts, duplicated or
 O compounded, produce significant
 N environmental alterations over time.
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Discipline Area Music
 Subject General
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	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
ESEA Title III - 59-70-0135-2 Project I-C-E Cognitive: Through discussion, the students will demonstrate their knowledge of noise pollution. Affective: Student will develop an appreciation of music as compared to noise. Skills to be Learned Listening Comparison skills Discussion	I. Student-Centered in class activity A. Play two samples of enjoyable musical compositions such as: Emperors Waltz-Strauss Semper Fidelis-Sousa 1. Contrasting tempos 2. Different keys 3. Different meter B. Discuss what makes these pieces enjoyable 1. Pleasing melody 2. Consonant harmony 3. Bouncy rhythms C. Play both pieces at the same time. D. Discuss what happened to the beauty of the music 1. What happened to the music? 2. Do the notes agree with each other? 3. What has happened to the rhythm? E. Discuss how this happens in our environment. 1. One train vs. railway terminal (Cont)	II.

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Subject General Music

Problem Orientation Noise Pollution Grade 4-6

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Play two samples of enjoyable musical compositions such as:
Emperors Waltz-Strauss
Semper Fidelis-Sousa
 - 1. Contrasting tempos
 - 2. Different keys
 - 3. Different meter
- B. Discuss what makes these pieces enjoyable
 - 1. Pleasing melody
 - 2. Consonant harmony
 - 3. Bouncy rhythms
- C. Play both pieces at the same time.
- D. Discuss what happened to the beauty of the music
 - 1. What happened to the music?
 - 2. Do the notes agree with each other?
 - 3. What has happened to the rhythm?
- E. Discuss how this happens in our environment.
 - 1. One train vs. rail-way terminal

(Con."t)

II. Outside Resource and Community Activities

Resource and Reference Materials
Publications:

Continued and Additional Sug

(Con't from I. E.)

2. One car vs. super highway
3. Car alone, truck alone,,

Audio-Visual:

Records
2 Record players
RCA - Adventures in Music
Series,
Bowmar Records

Community:

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erials

Continued and Additional Suggested Learning Experiences

(Con't from I. E.)

2. One car vs. super highway
3. Car alone, truck alone,,both together.

PROJECT I-C-E Episode Evaluation Form (Reproduce or duplicate)

Please fill in:
 Subject: _____
 Grade: _____
 Concept No. Used: _____

In commenting on each episode used in your class, please fill in the right hand column, please rate (poor, good, excellent) and make specific comments or suggestions if possible. This is provided to help us make this a more usable guide.

Poor	Good	Exc.
		I. Behavioral Objectives A. Cognitive:
		B. Affective:
		II. Skills Developed
		III. Suggested Learning Experiences A. In Class:
		B. Outside & Community Activities:
		IV. Suggested Resource & Reference Materials (specific suggestions & comments)

Serving Schools

Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

Behavioral Objectives
Cognitive:

Effective:

Skills Developed

Planned Learning Experiences
in Class:

Outside & Community Activities:

Planned Resource & Reference Materials
(Specific suggestions & comments)

Project I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, WI 54301